

Mauritius  
Institute of  
Education



2018  
2022



# STRATEGIC PLAN

*Empowering Professionals for Quality Education*

## | ACKNOWLEDGEMENTS |

We acknowledge the participation of the Heads of Schools, Centre, Units, and Departments; Heads of diverse administrative sections; as well as of all academic and administrative staff. They have contributed in shaping this document by providing constructive feedback.

We also recognise the role played by our external partners, as well as all those who have helped us in shaping the strategic direction for the Institute in a context fraught with challenges for the higher education sector.

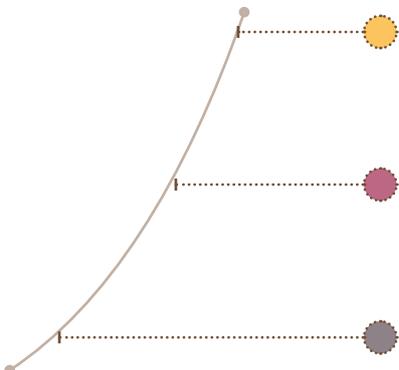
Last, but not least, our special thanks go to the Chairperson and members of Council who have created the enabling conditions for the Institute to meet its objectives, and to develop as an institution of repute.

Design:  *graphics section*

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# | FOREWORD |

This document articulates the strategic direction of the MIE for the period 2018-2022. It presents the key targets that the Institute has set for itself in relation to the three poles of its mandate, namely Educational Research, Teacher Education, and Curriculum Development. Additionally, other areas that are central in contributing to the successful implementation of this strategic plan and the achievement of the goals set therein are also considered.

This Strategic Plan has been worked out in line with the Institute's mission, vision and value statements, in a bid to further position the MIE as an organisation of high repute, locally, regionally and internationally. The scope of the strategic plan has, therefore, been defined in such a way as to address the needs the MIE has identified, and to provide clear guidelines about the expectations the Institute is earmarking for itself.

This process kick-started with the MIE looking back on the last five years and proceeding with a systematic appraisal of the outcomes resulting from the previous plan. This stock-taking exercise enabled the Institute to (i) better gauge its strengths and good practices; (ii) take cognizance of and acknowledge the areas which require improvement; (iii) understand the need to seize opportunities that avail themselves to the Institute, but more importantly, to create the impetus for those opportunities; and (iv) to reinforce its preparedness to embrace the challenges that the Institute has to face in the new context and configuration of higher learning. During this exercise, the MIE has also given due consideration to the evolving nature of the educational landscape in the country, especially in the light of the major reforms being undertaken by government and the parent ministry, and the roles and responsibilities entrusted to the Institute in pursuance of its mandate for education.

It was also deemed necessary to have consultative sessions with all academic staff, and administrative staff in key positions, to engage in in-depth discussions, thereby articulating a common strategic direction for the Institute for five years.

Due consideration has, inevitably, also been given to the changing needs of our clientele, especially in providing them with quality teacher education provisions of international standards that will further empower them to fulfil their roles as professionals in the field of education.

One of the central targets that the MIE is setting for itself is to provide academic staff with the latitude they require to engage in educational research and become more research active. The Institute's goal is to create an environment conducive to research and to develop a culture for research. It is convinced that this is the requisite to enable the MIE to achieve its ambition in becoming a reference for excellence in the region.

This document, therefore, serves as a guiding one for the Institute over 5 years, especially in the light of the MIE acceding to a degree-awarding status, and opening its horizons and doors to a wider range of clients, while embracing 21st century technologies, new learning modes, and opportunities to work towards achieving its full potential.

# | STRATEGIC ANALYSIS |

In the initial phases of preparing this document, the MIE engaged in a strategic analysis as a means to assess both the internal and external contexts in which the Institute is operating. This exercise is meant to provide the institution with the status of the situation, thus enabling it to plan ahead bearing in mind the current contextual configuration. Hence, the practice is to identify the institution's strengths, areas that need improvement, the opportunities available, and the challenges it is required to face.

## **Strengths**

- The MIE has a longstanding record of high quality provision for teacher education. Indeed, the teacher education programmes the Institute runs are recognised worldwide, such that our graduates easily find teaching positions abroad, even in countries like Canada.
- The Institute is recognised as a unique institution spearheading curriculum development and textbook design, which have been entrusted to the MIE as one of its mandate. The expertise developed over the years puts the MIE in a leading position in this field, locally. In addition, the Institute's involvement in both teacher education and curriculum development puts it in prime position to ensure that government policy for education is effectively implemented at national level.
- The profile of academic staff of the MIE has changed over the last few years. The Institute has been attracting highly qualified candidates, such that the MIE staff list now comprises high calibre academics, with almost one third holding a doctoral degree. It is important to point out that a significant number of staff are also enrolled on doctoral programmes.
- The expertise of its staff is another forte of the Institute. Indeed, the MIE's academic personnel have a wide range of experience in the field of education, both at primary and secondary levels.
- The MIE is developing into an institution of good repute at regional and international levels. This is showcased through the interest that other institutions are displaying in the MIE. Indeed, the MIE's expertise is being sought in the region for collaborative endeavours, for example in Special

Education Needs, digitisation of the curriculum, as well as for the provision of postgraduate qualifications. In addition, one of the significant strengths of the institution lies in the MIE's proven capacity to offer postgraduate programmes and engage in joint supervision in master's and doctoral degrees alongside British and South African universities of high standing.

- The MIE is leading the way locally in relation to programme development processes. The Institute will be a pioneer in the field, once the process of the development of level descriptors for undergraduate and master's level programmes is completed. This will mean that all the MIE's programmes will be benchmarked on national and international standards, thus ensuring the quality of its programmes and facilitating equivalence worldwide.

## Areas for Improvement



- The MIE is emerging as an institution that is increasingly engaging in policy-driven and contextualised research so as to contribute to Mauritian academia in the field of education and to the community of researchers worldwide. However, although research has taken off, there is still a serious lack of resources to attract high level research and researchers. Budgetary constraints and the difficulty for the MIE to raise funds remain hindering factors. Furthermore, the specificity of the MIE as an institution of higher learning that is entrusted with the additional mandate for curriculum development certainly makes its portfolio much heavier than other tertiary institutions. As a result, academics have to manage a much heavier workload and are not as research active as they would wish.
- The Institute has developed expertise in curriculum development and textbook writing over the years, however, it is yet to take a more academic and research-oriented stance with respect to the implementation of educational reforms and policies. This will enable the MIE to more systematically monitor and evaluate the impact of these reforms, thus positioning itself to better inform and advise the parent ministry. In addition, this will tie up with its academic role, by enabling the Institute to generate scholarship in the field, thereby adopting a more critical outlook on curriculum development and allowing the Institute to plough same back into teacher education.
- The evaluations of teacher education programmes undertaken lately have revealed that different stakeholders find that the MIE is still doing too much

of front loading, thus leading to over-assessment and duplication. Initiatives have already been taken to move towards more online and blended delivery modes, but these have to be reinforced. Furthermore, in order to meet the challenges of the 21st century, the MIE has to re-think its teacher education model to ensure more student autonomy, flexibility and mobility.

- The current organisational structure of the MIE is not the best fit to circumvent the above issues. So far, the Institute has been functioning following a very structural framework, in terms of Schools and Departments/Units/Sections, where academic staff were clustered according to their disciplinary expertise. With the new challenges facing the MIE, and the new context the Institute has to navigate in, it is urgent that an enabling framework be designed, steered towards projects, rather than disciplines. This will provide a new and much needed impetus to the MIE.

## Opportunities



- The MIE has worked towards creating the conditions that would enable it to seize opportunities. By positioning itself, over the years, as an Institute of high repute, both in Mauritius and in the region, the MIE is being sought to provide its expertise to other institutions. As a matter of fact, the MIE is in the course of developing a number of MoUs which would help to externalise its services in a number of fields, including special education needs, curriculum development and digitisation of the curriculum.
- Our international partners recognise the capacity we have built internally and are confident that we can develop our own postgraduate educational provisions. This has been initiated through the launching of a first PGDip programme, which is accredited by the University of Brighton, UK. The MIE is now in the process of further opening up its postgraduate portfolio, to provide a range of postgraduate programmes.
- In order to meet the needs of professionals in the field of education, a range of award and non-award courses is also being worked out. This will enable the MIE to tap upon the demands of its own clientele as well as opening up its programmes to a wider audience, both at the local and regional levels.

## Challenges

- The MIE recognises that the configuration of the higher learning context in Mauritius and worldwide is very competitive. The neoliberal context, dictated by globalisation, has brought the market economy to the forth, such that education is viewed as a business. Some educational organisations, therefore, may have the prime imperative of making profit, at the expense of quality education. The MIE has to learn to navigate its way very carefully in the meanders of such a reality and constantly strive to achieve the highest standards across its mandates in order to provide quality educational experiences to its clientele and serve its purpose as a public teacher education institution.



# STRATEGIC PLAN 2018 - 2022

Empowering Professionals for  
Quality Education

## VISION

### Our Vision

To be a leader in professional development in the education sector and an innovative change-maker for the 21st century.

## MISSION

### Our Mission

The Mauritius Institute of Education is committed to advancing professional standards dedicated to the making of an institution with excellence in teaching, curriculum development and research, while advancing creativity and engagement at all levels.



1.

## Introduction

The MIE is a degree-awarding institution of higher learning with the mandate for Teacher Education, Curriculum Development and Educational Research, operating under the aegis of the Ministry responsible for pre-primary, primary and secondary education in the Republic of Mauritius.



### THE MANDATE OF THE MIE

*"to provide facilities and to engage in*

**educational research, curriculum development and teacher education** and thereby to promote the advancement of learning and knowledge in the field of education and, in particular, to provide a teacher education responsive to the social, economic, linguistic, administrative, scientific, agricultural and technological needs of Mauritius."

(MIE Act, 1973: 2)





Artwork using scrap materials

## 2.

## Our Principles and Core Values

The MIE adheres to a set of principles and core values that are the guiding principles for all its employees:



**Integrity:** The MIE upholds the highest standards of integrity and honesty in the compliance of all its responsibilities so as to gain the respect and confidence of all stakeholders.

**Responsiveness:** Customer satisfaction is a major concern for the Institute. It endeavours to provide an efficient, effective and quality service to all the stakeholders. In so doing, it seeks to exceed expectations as a professional institute in the field of education.

**Freedom, creativity and innovation:** The Institute is committed to the creation of an environment where individuals feel free to think, express themselves, innovate and develop a fresh outlook on issues.

**Transparency and accountability:** The MIE will make constant efforts to promote transparent and accountable administrative and academic practices based on internationally recognized standards.

**Fairness, equity and inclusiveness:** The MIE is committed to treat all its employees and clients impartially and objectively, and treat everyone in an equitable manner, while recognizing their individual needs.



*The MIE Campus*

## 3.

## Our Mandate

### 3.1 Mandate for Action

The MIE's Strategic Plan reflects the shared priorities of the institution and sets out the strategic directions of the Institute for the period 2017 to 2021.

The Strategic Goals of the MIE have been elaborated in line with the orientation of the Sustainable Development Goal 4 (SDG 4), which states that countries should:

*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.*

The MIE upholds the principle and practice of equality of opportunity in its dealings with all staff, students and all those who are directly or indirectly linked to the services offered by the Institute.

### 3.2 Teacher Education

#### Teacher Education and Professional Development of Cadres in Education

The MIE offers a range of internationally benchmarked undergraduate and postgraduate programmes to professionalise all the education personnel, including educators, managerial cadres and those in supervisory roles. It promotes lifelong learning opportunities for all in the education sector.

The MIE is concerned with capacity building to support national policies in education through:

- pre-service and in-service teacher education;
- continuous professional development of all teaching and management personnel in pre-primary, primary and secondary education;
- the promotion of innovative pedagogical practices and learning experiences; and
- the promotion of quality education as defined in the Sustainable Development Goals (SDGs) of UNESCO, particularly SDG 4.

### 3.3 Curriculum Development

The MIE assumes the responsibility for curriculum development since 2010. It is responsible for the development of the National Curriculum Framework, the syllabi, and teaching and learning materials.

The MIE is dedicated to excellence in its practices through:

- the provision of innovative delivery systems and approaches to teaching and learning;
- the provision of state-of-the-art digital technology attending to the needs of 21st century learners so that Mauritius stays at the forefront of innovative practices in schools;
- continuous professional development of all key stakeholders for effective implementation of the curriculum; and
- research in curriculum development that informs policy.

### 3.4 Research in Education

The MIE undertakes research so as to provide evidence-based data grounded in the local context.

It aims at :

- informing policy decisions using an evidenced-based approach;
- aligning teaching to international norms and contributing to academia through research in education;
- establishing collaborative partnerships with international institutions; and
- encouraging South-South cooperation through sharing of findings and engagement in collaborative research.



## 4.

# Overarching Goals & Strategic Outcomes

## 4.1 Overarching Goals

**The overarching Goals of the Strategic Plan are to:**

- 
- Provide academic leadership in the field of teacher education
  - Strengthen the provision of technology-based content delivery so as to be a leader in the region
  - Position the MIE as a Curriculum Centre of Excellence to meet both local and international needs
  - Strengthen the capacity of the MIE to conduct research to inform policy and practice
  - Lead the process of change and innovation in education through research and innovative practices

## 4.2 Strategic Outcomes

**The MIE will strive to maintain highest standards of quality and efficiency, ensuring:**

1. Programme development in line with quality, based on international standards of excellence
2. Teacher education that develops and sustains excellence in practice
3. Curriculum development for education in Mauritius aligned with international standards of quality, and in line with the objectives of SDG 4
4. Research in education that informs practice and policy for quality education in Mauritius and to inform international academia
5. Inform teaching and learning in Higher Education through research and development
6. Collaborate with national, regional and international institutions of repute so as to improve and benchmark the standard of teacher education, curriculum development and research in education



Use of ICT at the MIE

## 5.

## Action Plan

This Plan is divided into two broad sections.

### Section 1

The **first section** is tied to our mandate and is organised around three focal points: Teacher Education, Curriculum Development and Educational Research. It outlines:

*How we approach each of these mandates,  
What targets we have prioritised, and  
How we intend to ensure coherence between targets and actions.*

### Section 2

The **second section** considers the deeper organisational structure needed to lubricate intended change at the micro level. Chief among these are actions related to administrative and academic governance, quality assurance, resources, our move towards virtual learning, and our positioning in the wider academia that will help the institution orient itself in view of the internalisation of its programmes.

In drafting the section on the MIE's mandate, we have used a three-tiered approach which considers coherence across systems, processes and content.

We define:

**Systems** as single or sets of structures or frameworks which are established at various levels to create a unified vision and enhance synergistic actions across decision-making instances.

**Processes** are understood as the procedures, approaches and methods through which goals will be operationalised.

**Content** refers to the actions and tasks which collectively produce the targeted outcomes.

In defining the three tiers, we ensure that:

- **systems** are aligned to highest standards of practice and performance;
- **processes** adhere to standards of practice that uphold quality service to education; and
- **content** remains relevant, aligned to international standards and informed by our contextual realities.

## Section

# 1

## Teacher Education: Standards for Quality and Excellence in Teacher Education

This section deals with the three mandates of the MIE. It foregrounds the focus for each of the mandates, as well as the goals, processes, context, and strategic actions.

### 5.1 Strategic Focus

#### 5.1.1 Innovative practices

Acknowledging the need to enhance the impact of teacher professional development on school and students outcomes, the MIE will orient its strategic actions towards the empowerment of schools for the attainment of 21st century competencies aligned with practices in most advanced societies. It will also develop and promote innovative practices that would contribute to international academia.

#### 5.1.2 Collaborative Practices

By working in close collaboration with practitioners, the Institute will strengthen its commitment to teacher development with measurable outcomes on students' learning. In order to enhance collaborative practices for a better education, the Institute will encourage the engagement of its staff in a community of practice which will promote a sustained effort to quality in teacher education.

The MIE will also expand its portfolio of programmes to include postgraduate programmes to respond to the Continuous Professional Development needs of all education professionals.

### 5.2 Strategic Goals for Teacher Education

In pursuance of our strategic goal for teacher education, our Systems will ensure that:

- Standards are developed for all programmes which will be aligned with the international standards of Credit Accumulation and Transfer System (CATS). Standards are set for all MIE's programmes, and all teacher education programmes are progressively reviewed to meet the new standards.
- The MIE's programmes maintain high levels of relevance and currency.

- The MIE's Teacher Education Programmes facilitate mobility across courses nationally, regionally and internationally.
- The MIE provides scope for accreditation to a wider range of Teacher Education Programmes.
- The MIE's Teacher Education Programmes are provided to a wider audience in the region and the African continent.

### 5.3 Processes

Our Processes will involve:

- Development of shared standards for practice that are student-focused and that facilitate professional development of all learners
- Adoption of best practices in teacher education across Schools and Departments, aligned with international practices
- Alignment of programmes to emerging needs
- Provision of client-oriented content through programme evaluation and employer's satisfaction surveys
- Adoption of a credit banking and accreditation system, including Recognition of Prior Learning (RPL), to encourage opportunity for lifelong education

### 5.4 Content

Our Content will be:

- Attuned to the needs of the trainees
- Dedicated to developing evidence-based practices
- Flexible and ensure attention to the development of creativity, collaboration and innovation
- Oriented towards the provision of high quality learning environment corresponding to client needs
- Internationally benchmarked either through international recognition or accreditation

## 5.5 Strategic Actions

1. Validation of Level Descriptors for Teacher Education Programmes ranging from Mauritius Qualifications Framework by mid 2017
2. Alignment of all new programmes to the Level Descriptors for Teacher Education as from mid 2017
3. Building of innovative and functional cross-institutional network/forum for sharing and to inform transparent practice
4. Reviewing of all existing Teacher Education Programmes in the light of the Level Descriptors for Teacher Education by end of 2018
5. Recruitment and training of Mentors as from 2017
6. Development of a policy for credit banking for all programmes which are aligned on the descriptors by 2018
7. Provision of a Postgraduate Diploma/Master's programmes in teacher education related fields by 2018
8. Signing of MoUs with key employers to ensure a support system for teachers in schools during both initial and continuous professional development by 2019
9. Implement a Community of Practice so as to improve the quality of teaching at the MIE by mid 2017
10. Completion of an employer's satisfaction survey, employer's needs survey and dissemination in 2018
11. Establishing and enhancing partnership and outreach projects with schools and other stakeholders in education as from 2018
12. Provision of membership to an online library for all academic staff by mid 2017
13. Provision of access to online library to all students by 2020
14. Conversion of courses into online or blended modes (2017-2021)
15. Provision of access to a virtual campus to all students (2017-2021)
16. Evaluation and review of all programmes as an ongoing process of quality assurance
17. Ensuring access to teaching and learning to a diversity of trainees, including SEN trainees so as to ensure inclusive practices in teacher education

## 5.6 Curriculum Development

### 5.6.1 Strategic Focus

Our national curriculum development goal is multifaceted in nature, spanning the articulation of overall aims of education to the development of learning outcomes for each discipline/field/domain, as well as overseeing the implementation and review phases. Attendant to this already heavy responsibility, the major government reforms embodied in the Nine Year Continuous Basic Education (NYCBE) has meant that the MIE is leading textbook development at all levels. In responding to this national agenda, the MIE will ensure that all curriculum-related activities are research-driven and internationally benchmarked.

### 5.6.2 System

Our Systems will create appropriate conditions for the:

- Successful implementation of the National Curriculum Framework
- Development, review and alignment of the National Curriculum Framework with international standards and practices
- Establishment of national and international partnerships for curriculum development and research
- Development of research capacity in the field of curriculum
- Publication of scholarly articles and materials in the field of curriculum development and innovation

### 5.6.3 Processes

Our Processes will involve:

- Intensive training and support for all stakeholders involved in the implementation of the NCF
- Periodic international peer validation of the curriculum and all related materials
- Adoption of a research-based approach for the development of curriculum materials
- Setting up of strategic partnerships, especially South-South collaborations to assist in the process of curriculum design, development and implementation
- Development of an institutional framework for curriculum development
- Institution of a community of practice for research and publication

### 5.6.4 Content

Our Content will focus on the:

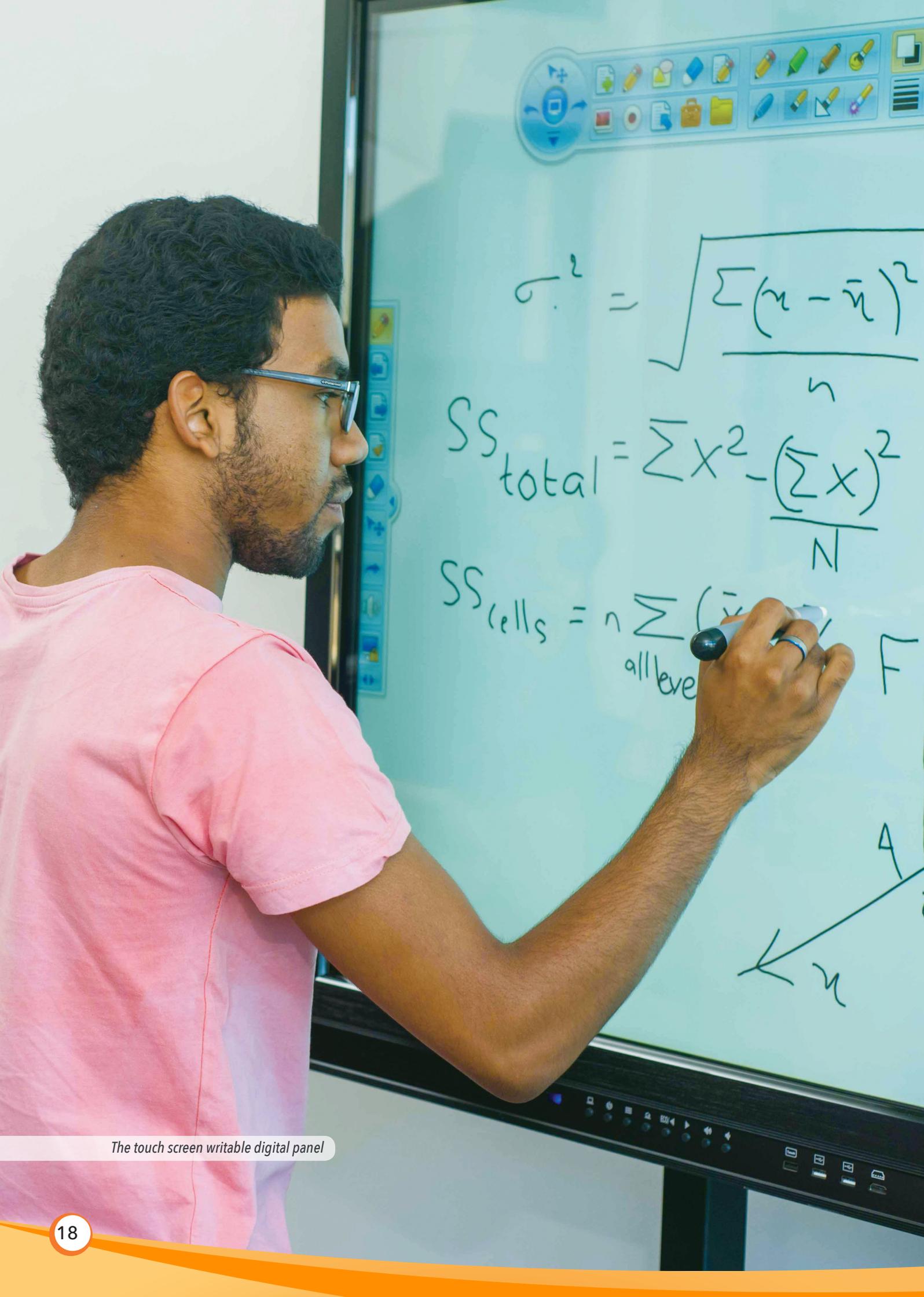
- Elaboration of textbooks and other teaching and learning materials for the implementation of the NCF
- Provision of training for teachers and other stakeholders, primarily designed to ensure attainment of the NCF goals
- Production of validated teaching and learning materials for students, educators and other stakeholders
- Publication of research in curriculum planning and development
- Timely monitoring and review of the implementation of the NCF

### 5.6.5 Strategic Actions

1. Development of an institutional structure with the required staffing for all curriculum-related activities
2. Setting up of national and international validating structures for all curriculum materials developed by 2017
3. Ensuring timely production and validation of all curriculum materials
4. Leading innovation through the development and dissemination of technologically enhanced materials for teaching and learning (2017-2021)
5. Setting up and resourcing of a Virtual Curriculum Centre by 2018
6. Connecting schools to the Virtual Curriculum Centre of the MIE by 2018
7. Designing and implementation of research projects on the curriculum-related activities of the MIE by 2019



*Designing of Curriculum Materials*



The touch screen writable digital panel

## 6.

## Research

### 6.1 Strategic focus

The key focus of the MIE will be on:

- Harmonising structures and research priorities within the institution
- Integrating research outcomes into teaching and curriculum development
- Staffing, resources and capacity building for research
- Enhancing master's and doctoral completion as a key area for targeted improvement

### 6.2 Systems

Our Systems will:

- Position research at the heart of the MIE's core functions
- Adopt a holistic approach to the research agenda of the MIE that feeds into teacher education and curriculum development
- Ascertain the quality of research outcomes through the establishment of a network of institutions of higher learning, as well as key actors from the field
- Provide means to strengthen staff research portfolio and profile
- Ensure that there is strict adherence to ethical principles in the conduct and dissemination of research

### 6.3 Processes

Our Processes ensure the following:

- Regular updating, implementation and evaluation of the institutional research policy
- Setting up of an internal Ethics Committee so as to ensure ethically sound research practices
- Development of an outcomes-based approach to evaluate the effectiveness of the institutional research endeavours
- Adoption of a consultative approach in designing, validating, implementing and assessing research projects at institutional level
- Clear demarcation of the research attributions, responsibilities and accountability lines
- Provision of technological and human support for research

- Securing funding for research projects
- Ensuring staff engagement through the provision of time, resources and recognition for research
- Ensuring that research's central role is embraced and supported by all the Schools, Units, and Cells in the Institute

## 6.4 Content

Our Content will focus on:

- Developing a sound online support for research-related activities
- Expanding access to local and international documentation
- Devising, validating and disseminating a comprehensive research policy
- Mobilising local and international resources to support research initiatives through partnerships
- Enhancing research opportunities in existing or new institutional structures
- Quality Assurance of research processes and outcomes
- Ensuring that research feeds back into the teacher education and curriculum development functions of the MIE

## 6.5 Strategic Actions

- Integrating a research mandate into the functioning and roles of Schools and Departments, Cells, Units and Centres
- Adopting a research-driven approach to quality teaching at the MIE and assisting staff to publish the outcomes of their research-based practices
- Providing for regular exchanges on evidence-based practice which enables the MIE to clearly demonstrate its ability to feed research into teacher education and curriculum development
- Providing professional development in research to staff involved in curriculum-related activities
- Providing support for research in terms of software and online library in 2017
- Building capacity for research through workshops, research assistance and mentorship as an ongoing activity (2017-2022)
- Enhancing the research climate and culture at the MIE through the organization of regular research seminars and conferences
- Drafting, in collaboration with stakeholders, of a research agenda to attend to key national educational phenomena and policy
- Sponsoring solicited research in line with the objectives of the Institute and Education in Mauritius

- Implementing a workload policy that gives due recognition to research-related activities
- Providing for a fully operational Ethics Committee so as to facilitate research in adherence with international norms in terms of academic integrity
- Collaborating with national/international Universities and agencies for the promotion of research, assuring joint publication for 2017 - 2022
- Developing a structure for ensuring the quality of research outcomes
- Creating a staff and institutional research profile
- Ensuring timely publication of the MIE research journal and other occasional publications so as to showcase the MIE's research output



*Teaching and Learning at the MIE*

## Section

## 2

The second section of the Strategic Plan deals with systemic issues and processes at the MIE. It foregrounds, inter-alia, the approach, strategies and actions designed to consolidate academic governance, quality assurance processes and outcomes, as well as administrative support, and physical and virtual infrastructure of the MIE. It considers the strategic actions the MIE is engaged in, and which are tributary to its tripartite official mandate, such as democratising access to professional development by expanding opportunities for open and distance learning.

As the focus is on systems and processes, this section focuses on strategic actions in response to contextual change and institutional direction.

### 7.

## Academic Governance

### 7.1 Strategic Focus

Academic governance is the backbone of the institution. In the wake of the MIE's newly acquired degree-awarding powers, this Strategic Plan allows for more explicit academic leadership across the three roles of the MIE. Extending academic leadership beyond the existing structure of the Academic Board, Teacher Education Committee, and Programme Coordinators, to the managerial instances of Departments and Schools remain a focus for action. So far, these have been largely confined to teacher education provisions. The focus now is on developing a comprehensive and integrated approach to academic leadership.

### 7.2 Strategic Actions

To ensure that provisions for academic leadership are harmonised, and to create an enabling environment for the realisation of the Institute's goals and actions, the MIE will ensure the following:

1. A well-defined Terms of Reference for the Academic Board, Teacher Education Committee and any other academic instance
2. A reviewed organizational framework, in line with strategic actions articulated in Section 1 of this document, and in so doing, to create, restructure or remove such instances as it deems fit, to facilitate academic decision-taking in all three areas of its mandate

3. Creation of clear accountability and communication lines across academic instances
4. Setting up and dissemination of Quality Assurance procedures for operationalizing all academic validation instances for teacher education, curriculum development and educational research
5. Extension of the constitution of the academic instances to include credentialed members from a diversity of backgrounds
6. Setting up a Teaching and Learning Centre which defines the orientation and approach to teaching and learning at the MIE, and to monitor the quality of teaching through a peer validation process
7. Establishment of an internal academic instance similar to the Teacher Education Committee for Curriculum development and Research
8. Consolidation of procedures regarding the process of selecting, recruiting and employing both academic and non-academic staff in line with the institutional HR policy

## 8.

## ICT and Open and Distance Learning

### 8.1 Strategic Focus

Opening access to higher education and lifelong learning is a common aim of all institutions of higher learning. In capacitating itself to respond to the demands of providing CPD through blended modes of delivery, the MIE has acquired the appropriate technology. However, the challenge is not only at the level of expanding the services of a multi-faceted and polyvalent virtual platform to all students and staff; it is equally situated in the institution's ability to mobilise resources and engagement at both institutional and national levels to use ICT and open learning as a leverage for educational change. This means developing ICT resources in ways that will allow the MIE to use its virtual portal for curriculum development and research.

There is certainly a solid foundation at the institution in terms of infrastructure and expertise that builds confidence in its ability to harness technological media appropriately so as to deploy the full potential of ICT resourcing and Open Learning.

### 8.2 Strategic Actions

In order to provide a cutting edge system and service for the provision of highly effective online technological product that meets the expectation of the new 21st Century learners, the MIE is proposing to:

1. Provide technical and pedagogical support to all its academic staff for the provision of online and blended mode of teaching and learning
2. Integrate the use of technology within the pedagogical approach and assessment processes used in teacher education
3. Ensure that 50 percent of courses are provided through online modes by 2020
4. Create a depository of digital materials and resources for all schools through the MIE's Massive Online platform
5. Provide access to all schools to the MIE virtual platform by 2018
6. Allow access to the MIE Virtual platform to the public and parents on demand.
7. Create awareness about the MIE virtual platform through the use of social platforms such as Facebook, Instagram and Tweeter
8. Use social media for instant communication
9. Initiate the MIE's Podcast -audio and video- and make it fully operational in 2017
10. Provide access to online virtual resources to all the MIE staff by the end of 2017
11. Link the MIE Virtual Platform to international organizations such as COL, UNESCO, and other similar institutions
12. Make Office 365 and its added features, namely Sharepoint and Power ID fully operational at the MIE
13. Provide access to big data for research and development of the sector



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## 9.

# Quality Assurance

## 9.1 Strategic Focus

Quality Assurance is one of the most important areas of concern of higher education institutions. An effective quality assurance system is the basis for the provision of quality service, ensuring that the institution and its services are fit for purpose, in line with international best practices. The Institute has undergone two Quality Audits. The first Audit in 2007 looked at the general approach to QA practices which set the tone for the initiation of a better QA system throughout the Institute. The second QA audit centred on two main areas: Teaching at the MIE and Curriculum Development. The recommendations of the second QA Audit have been studied and several measures taken to improve QA at the MIE. These are to be shared and owned by the staff, as well as be transparent to outsiders' scrutiny. However, there is considerable progress yet to be achieved on this agenda and a number of structures and processes are yet to be set up to ensure a better fitness for and of purpose. A number of QA related strategic actions have already been made in Part A. We have chosen to reiterate only those which figure most prominently in the recommendations of the external auditors and address supplementary measures which are related to administrative practices. The administrative practices have so far remained outside the purview of QA processes although they are central to ensuring a quality service. It is a matter of urgency that the corpus and quality of the work of administrative and support staff be clearly defined in terms of support to academic staff and students.

An important dimension of QA will also reside in the ability of the MIE to include elements of the wider society in the consultative processes for the services provided by the Institute.

The QA Structure of the MIE will serve as a basis for each School to develop its own strategic plan so as to align itself with the QA structure of the Institute. The Schools and respective departments will set targets so as to attain the objectives of the 2017-2021 Strategic Plan in a planned and phased manner.

## 9.2 Strategic Actions

1. Review structures and processes for programme design and validation to ensure higher efficiency
2. Ensure external validation of programmes and their outcomes by expanding and renewing partnerships with foreign universities
3. Include a wider variety of key stakeholders from outside the Institute in the processes of programme design and validation
4. Devise and implement a system of peer validation of teaching, which includes a summative assessment to be used for confirmation of recruitment and promotion

5. Set up a system of performance appraisal for administrative and support staff to be used for confirmation of recruitment and promotion
6. Create a transparent system of workload allocation and monitoring for administrative and support staff by means of an online logbook which is to be managed by staff operating in supervisory capacity
7. Create a centralised system of support in terms of logistic support with a computerised system of communication that provides an effective queueing and discharge of tasks
8. Phased implementation of ISO standards across the Institute
9. Devise and enact procedures and processes for administrative and support services to students
10. Establish a monitoring system of early identification for students at risk and its attendant counselling mechanisms
11. Strengthen library services especially through the provision of online services so as to assist the fulfilment of all three institutional mandates by means of financial and technical support
12. Devise a code of practice and ethics for all staff as well as the corollary instances to sanction any violation thereof
13. Empower Schools and Departments to take more initiatives and be more explicitly accountable for the quality of their services
14. Establish and implement processes to quality assure curriculum and research outcomes.
- 15.

## 10. Way Forward

In order to enable the MIE to better attain the goals contained in this Strategic Plan, Management will:

- engage in a review of its organisational structure and functioning so that they are more adequately aligned with the objectives set in this plan
- quantify staff's workload and devise a Workload Policy to provide staff the latitude to express their academic selves in the area(s) identified in this document, thereby enabling the successful achievement of the key targets
- work out a staffing plan to ensure the required human resources (academic and non-academic) are available to achieve these objectives
- revise its Staff Development Policy to allow for additional capacity-building of its personnel, thus empowering them further to embrace the new strategic direction the MIE is setting for itself
- use its network and affiliations to continuously seek new avenues of academic cooperation, locally, regionally and internationally
- disseminate this document to its staff so that they all develop a sense of ownership of the strategic vision of the Institute over the next five years, and work towards achieving the targets enunciated
- use quality assurance mechanisms to ensure adequate implementation of the strategic actions mentioned
- undertake interim self-appraisal exercises to monitor and assess the extent to which the goals set in the document have been achieved as per the timeline
- redirect, where and when necessary, the strategic actions to accommodate any major change in the context

This plan has been developed taking into account (i) the strategic vision of government for the education sector, and the desire to position Mauritius as a key provider of education; and (ii) the need for the MIE to position itself as an Institute of excellence in higher learning, especially in the fields of teacher education, curriculum development and educational research. The MIE has set its priorities based on targets that can be realistically achieved over the next 5 years. However, the success of this plan rests upon the ability of the Institute to secure necessary financial resources for the effective implementation of the strategic actions articulated therein. The MIE will, accordingly, phase the implementation within the time frame set for this plan.



*Integrating technology in teaching*





**Mauritius Institute of Education**

Teacher Education • Curriculum Development • Research